



Department of
Education

Year 12 ATAR Modern History Australia



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UNIT 3: Australia 1918–1955 (the end of World War I to the ALP Split)

There are eleven (11) steps in this work package.

Step 1

Below is a sample teaching plan for this unit. Highlight or tick the content you have already covered in your course. You can do this by matching the key teaching points to your school's Course Outline. Use your texts or on-line resources to create study notes on the areas you still have to cover.

Unit 3 Key Teaching Points:

Australia and World War One

- Australian politics in 1918
 - Billy Hughes and the Nationalist Party
 - Electoral changes and the Country Party
 - The ALP, anti-socialism, sectarianism, protectionism, 'the Australian settlement'.
- Australia's involvement in WW1
 - Gallipoli, the Middle East and the Western Front
 - Enlistment, the conscription debate, casualties
 - Hughes at Versailles
- The impact of WW1 on Australia
 - Political/economic/social and foreign affairs. (incorporating Leadership and Ideology)
 - Political: include new political parties, emergence of leaders, impact of conscription campaigns in dividing society, govt. intervention in economy e.g. support for mining and state shipping, War Precautions Act
 - Economic: include new steel industry and other mining, establishment of the Wheat Board, loss of markets, end of overseas competition, GDP falls as domestic and overseas demand declines, massive demand for wheat and wool from Britain keeps economy secure, massive government debt, inflation, new taxes, growth of manufacturing, strikes
 - Social: include impact of deaths and injury, changing roles of women, division of conscription and anti-war movements, community unity and action e.g. Red Cross, Aboriginal soldiers and their experiences, internment of 'aliens', racism and cultural impact e.g. sport
 - Foreign affairs: include the role of Australia at the Paris Peace Conference, the New Guinea mandate, immigration and the WAP in the 1920s

Key themes from the School Curriculum and Standards Authority (SCSA) Syllabus:

- Significant Ideas: ANZAC Legend, Communism, Conscription, Protectionism, WAP, Unionism
- Significant Individuals: Charles Bean, Archbishop Mannix, Billy Hughes, John Monash

Australia in the 1920s

- **New Policies**

- **Men, Money and Markets**

- Immigration campaign, Empire Settlement Act 1922, internal migration and soldier settlement
 - Foreign investment, foreign loans, infrastructure development
 - Advantages to Australia of post-war shortages, failure to win preferential treatment from Britain, protection and subsidies, related inflation, unfavourable balance of trade after 1925
 - Industrial unrest and inequalities of income, growth of unions and associated fear of communism

- **New Priorities**

- Tensions between urbanisation, industrialisation and rural development
 - The difficulties of soldier settlement
 - The exclusion of Aboriginal and Torres Strait Islander peoples
 - The changing role of women

Key themes from the SCSA Syllabus:

- Significant Ideas: WAP, protection, unionism, communism, compulsory voting
- Changing Politics: Bruce/Page govt., the rise of the Country Party
- Changing Foreign Policy: membership of the League of Nations; the 1926 Imperial Conference and the Statute of Westminster; relations with Japan
- Significant Individuals: Stanley Bruce, Earl Page, James Scullin, Edith Cowan

The Great Depression

- **The impact of the Great Depression on different groups within Australian society; the political responses to the Great Depression; and the effectiveness of the political responses to the crisis**
 - Causes of the Great Depression in Australia
 - Economic dependence on US and Great Britain
 - Protectionist trade policies
 - Lack of government controls in banking and stock market
 - Dominance of wool and wheat exports in economy
 - Impact of the Depression on workers in general
 - Unemployment, wage cuts, shortages, homelessness, sustenance, group approaches
 - Impact of the Depression on others
 - Wealthy continued to live well, cheap labour, property and resources assisted some businesses and many of the middle class
 - Importance of sport during the depression e.g. Bodyline/Bradman and Phar Lap
 - Women's wages lower, women isolated as men searched for work
 - Animosity towards immigrants e.g. Kalgoorlie
 - Most severe period for Aboriginals, esp. stolen children and those in camps, 1938
 - Rise of Unemployed Workers' Movement and the New Guard
 - Scullin govt reaction
 - Higher tariffs and greater emphasis on exports
 - Visit of Neimeyer, and deflationary policy
 - Theodore Plan (inflationary – rejected by Senate and Commonwealth Bank)
 - Lang Plan (Premier of NSW, more radical and left, call to ignore British debt)
 - Premiers' Plan (compromise, mostly deflationary, came after worst of Depression over)
 - Labor Party split and emergence of UAP
 - Joseph Lyons' reaction
 - Moves against NSW Lang government
 - Unemployment Relief Act
 - Generally cautious approach – 'Living within ones means'
 - Failed referendum
 - Lowered interest rates and began unemployment insurance, 1938
 - Effectiveness
 - Little difference between policies (except for Lang)
 - Depression largely resolved by improvement overseas
 - Some important advancements made but mostly the governments failed to address the real causes of the Depression
 - Lyons seen as more successful but had advantage of coming to power after the worst period

Key themes from the SCSA Syllabus:

- Significant Ideas: deflationary policy, Keynesian economics, Happy Valley, fascism,
- Changing Politics: Split in Labor, rise of UAP, role and influence of extremists, WA Secession

- Changing Foreign Policy: influence of fascism, appeasement policy, questioning of Japanese/British relationship but no action on Japanese invasion of China, Iron Ore embargo, 1931 Statute of Westminster
- Significant Individuals: Scullin, Lang, Neimeyer, Lyons, Eric Campbell

World War Two

- **Nature and Scope of Australia's involvement**
 - Europe
 - 2nd AIF formed, war against Germany and Italy in Mediterranean and North Africa (Tobruk, Crete, El Alamein)
 - Australians in RAF and Battle of Britain
 - Pacific
 - Pearl Harbour, Curtin's 'Call to America' speech
 - Fall of Singapore, bombings in Northern Australia, Sydney Harbour attack
 - New Guinea campaigns and the Battle of the Coral Sea
 - Island hopping, Japanese in retreat
 - End of the war, and involvement in SCAP
 - Impact on Foreign Affairs
 - Shift to USA, ANZUS, SCAP, Korea etc.
 - Test of British relationship
 - Australia leading UN formation
- **The Home Front**
 - Socially
 - Casualties and trauma
 - ANZAC legend supported e.g. by Kokoda and Tobruk
 - Impact of women in workforce and armed services
 - Aboriginal involvement and recognition, impact on rights movement
 - Shortages, austerity, rationing and their impact
 - Censorship and propaganda, restrictions on sport, entertainment and travel
 - Internment and racism, anti-American feelings e.g. Brisbane
 - Economically
 - Govt controls over employment, production, prices and wages, rents etc.
 - Primary production down due to lack of trade, despite US and British demand
 - Manufacturing diversifies and increases in importance e.g. ships and aircraft
 - Full employment and higher wages but more tax (mostly funding greater bureaucracy)
 - Politically
 - National Security Act 1939 granted sweeping powers to make new laws by regulation
 - Advisory War Council (all-party)
 - Conscription introduced (home defence)
 - Curtin Labor Government from 1941 despite in minority, collapse of UAP, rise of Menzies and Liberal Party (1944)
 - Income Tax becomes Federally controlled
 - Brisbane Line controversy

Key themes from the SCSA Syllabus:

- Significant Ideas: Conscription, Wartime controls, austerity, censorship
- Changing Politics: Rise of ALP, formation of Liberals

- Changing Foreign Policy: Statute of Westminster Adoption Act 1942 (Foreign Policy independence), 'Look to America' speech, early involvement in UN
- Significant Individuals: Menzies, Curtin, Ben Chifley, Douglas MacArthur

Post War Australia

- **Key features of post-war reconstruction, including industrialisation, suburbanisation and immigration**
 - The growth of suburbs: features, problems and issues
 - 'Populate or Perish' and widening immigration beyond the British
 - Support for industry e.g. GMH and Snowy River Scheme
 - Settlement and training of servicemen and women
 - Failure to nationalise banks and airlines
- **Provision of social welfare**
 - Commonwealth Employment Service
 - Maternity allowances, widows' pensions, child endowment, unemployment benefits, student support and medical services and benefits
 - Failure to introduce national health scheme
- **Attitudes and policies towards Aboriginal and Torres Strait Islander Peoples**
 - Origins of FCAATSI in post-war attitudes and Aboriginal servicemen and women
 - Protection policies remain, assimilation policy emerges
- **Migrants and women**
 - Calwell introduces planned migration scheme, starting at 70000 per year, including 'displaced persons'
 - Resistance to early arrivals, programme of propaganda and information follows 'New Australians'. Wartime Refugees Removal Act and High Court challenges
 - Changes for women often did not last – encouraged to return to homes and allow returning servicemen jobs. Skills and confidence remained. Higher wages and demand for labour assisted many to stay in workforce
- **The rise of communism and the Red Scare**
 - USSR rise after WW2, China Revolution 1949, and Korean War heighten concerns
 - Press and opposition attacks on ALP's nationalisation plans create the 'red scare'
 - Coal miners' strike in NSW
- **The 1949 election**
 - ALP failures lose traditional voters
 - Ongoing rationing unpopular, Menzies able to promise end
 - Red Scare helps Menzies
- **1951 referendum, and the Petrov affair and its impact on the ALP**
 - Referendum to allow Communism ban follows challenge to legislation. Fails, but adds to red scare and helps Menzies in 1951 election
 - Petrov Affair used by Menzies to influence 1954 election, discredits Herbert Evatt, leading to DLP split, The Movement

Key themes from the SCSA Syllabus:

- Significant Ideas: Red Scare, communism, socialism, nationalisation, assimilation, WAP

- Changing Politics: Emergence of Liberal Party, DLP split, decline of Country Party
- Changing Foreign Policy: the Korean War; and Australia's role in the United Nations Organisation (UNO), the Australia, New Zealand, United States Security Treaty (ANZUS) and the South East Asia Treaty Organisation (SEATO)
- Significant Individuals: Robert Menzies, Ben Chifley, Arthur Calwell, Herbert Evatt, Vladimir (& Evdokia) Petrov

Useful links:

- NSW Government Board of Studies, Heritage Timeline
<http://www.teachingheritage.nsw.edu.au/section03/time20cth.php>

(Date accessed: 23rd March 2020)

- SCSA – links to past WACE Exam papers
<https://senior-secondary.scsa.wa.edu.au/further-resources/past-atar-course-exams/modern-history-past-atar-course-exams>

(Date accessed: 23rd March 2020)

Step 2:

The syllabus dot point that we are going to concentrate on for this activity is the changing politics of the period. Complete the graphic organizer below using your textbook and the internet.

Changes in Australian politics

	The war-time leadership of Billy Hughes	The Bruce-Page Government	The Scullin Government	The Premiers' Plan	The United Australia Party	Curtin's War-time Government	Chifley, post-war reconstruction and Nationalisation	Menzies, the Red Scare and the Labor Split
Leadership, ideology and new policies								
Reasons for the new government (origins and why elected)								
Impact of the government, including strengths and weaknesses, assessment of significance								

Step 3:

This activity asks you to review the causes, characteristics and effects of ONE key event. To achieve this, you are to complete a graphic organiser on the Great Depression: The Battle of the Plans.

Use the following to complete the graphic organiser on the next page:

- your notes
- text book
- websites
- other sources.

Example graphic organiser:

Graphic Organiser for the Conscription Referenda					
Long term	Short term	Catalyst	Nature + characteristics	Key Incidents	Impact
<ul style="list-style-type: none"> • Decline in numbers of men enlisting in World War 1 • Impact of news of the deaths and injured returning to Australia 	<ul style="list-style-type: none"> • Defeat in Gallipoli and on the Western Front • Role of Prime Minister Billy Hughes • Role of Archbishop Mannix • Workers' anger at an unjust war 	<ul style="list-style-type: none"> • Significant decrease in numbers in the Western Front Regiments – urgent need for more soldiers 	<ul style="list-style-type: none"> • Division within Australian society • White feathers given to men • Families broken up 	<ul style="list-style-type: none"> • Two Referenda – 1916 and 1917 • Result: No vote in both Referenda 	<ul style="list-style-type: none"> • Split of the Labor Party • Formation of the National Party • Labor Party stayed out of power until 1929

Graphic Organiser for the Great Depression: The Battle of the Plans					
Long Term Causes	Short Term Causes	Catalyst	Characteristics	Key Incidents	Effects/Consequences /Impact

Step 4:

In this activity, you will be presented with one essay question that is related to the syllabus dot point on leadership. You will also be provided with a model of an essay plan. In Step 5, you will be asked to develop your own essay plan in response to a question.

Essay Question 1:

Identify one significant political leader during your period of study, and evaluate their significance.

The first question provides a model of an essay plan. You do not need to use all of this information and your answer would depend upon your argument. Read through the essay plan, highlighting the key points in each of the four paragraphs. Then, try writing the topic sentence for each paragraph. Finally, create a dot point summary of a conclusion for this essay.

<p>Introduction</p>	<p>Thesis statement: Robert Menzies was a significant Australian Prime Minister but, in many respects, did little to advance the rights of disadvantaged groups</p> <p>Outline of Discussion:</p> <ul style="list-style-type: none"> - Reasons for significance include the economy’s long boom, foreign policy, stable leadership and important changes in immigration - Less significant in advancing the rights of Aboriginals, women, new immigrants and those in disadvantaged areas
<p>Paragraph 1: Economic policies and the Long Boom</p>	<p>Topic Sentence/s:</p> <p>Explanation & Evidence:</p> <ul style="list-style-type: none"> - Low inflation, unemployment - End of wartime controls - Expanding trade, esp. with Japan and USA, foreign investment encouraged - Limited government interference and low taxes <p>Counter: Economy already improving, international situation benefitted Australia, problems in 1952 (inflation) and 1961 (credit), later issues with tariffs and regulation not being removed.</p>
<p>Paragraph 2: Foreign Policy and Immigration</p>	<p>Topic Sentence:</p> <p>Explanation & Evidence:</p> <ul style="list-style-type: none"> - Entry into Korea helps allied 'success' - Continuation of SCAP successes - ANZUS signed - SEATO signed - Support for Britain <p>Counter:</p>

	<ul style="list-style-type: none"> - Suez failure, lack of Australian independent foreign policy, little Asian support outside Japan and other US allies
<p>Paragraph 3: Leadership and politics</p>	<p>Topic Sentence:</p> <p>Explanation & Evidence:</p> <ul style="list-style-type: none"> - Longest serving PM, successful in 1949, 1951, 1954, 1957 + - Contributed to split in ALP - Support for Higher Education - Development of Canberra <p>Counter:</p> <ul style="list-style-type: none"> - success built on division and fears, little real change, divided opposition
<p>Paragraph 4: Counter argument. Weaknesses/criticisms</p>	<p>Topic Sentence:</p> <p>Explanation & Evidence:</p> <ul style="list-style-type: none"> - Failed to address Aboriginal issues such as removal of children, lack of citizenship rights, and protection policy - Inactive on women's pay and gender discrimination - Few measures to protect environment from exploitation during boom - Increased reliance of Australia on foreign investment - Decline in international competitiveness over time - No national health scheme, decline of arts funding
<p>Conclusion:</p>	<p>Robert Menzies has been described as one of Australia's most successful Prime Ministers, and he did make some important changes, but often his achievements were more about when he was in power, and not his policies, which were often quite conservative.</p> <p>Tip: Reassert Thesis Statement. Don't forget the conclusion is worth three marks</p>

Step 5:

Now it's your turn to construct an essay plan for one of the questions below using the example from Step 4, your retrieval chart, websites and textbooks for information.

Ensure that your essay plan outlines at least four paragraphs and uses a clear paragraph structure. Remember the conclusion is as important as the introduction.

Essay Question 2:

Assess the effectiveness of the political response of federal governments in Australia to the Great Depression.

Hint: the question suggests you should look at more than one, so try splitting the essay plan between the ALP and the UAP responses.

Essay Question 3:

Argue for and against the proposition that: 'Australian politics changed little through the period. The Great Depression and WW2 had little impact on the approach of the Australian federal government.'

Hint: Consider the politics of Menzies at the end of the period, compared with Stanley Bruce, to look for supporting evidence. Consider the more radical Scullin and Chifley governments to provide your counter argument. Don't forget to consider social and foreign policy, as well as the more obvious political and economic changes. Ask yourself this question – did Australia regress or progress under Menzies?

Step 6:

In this activity, you are going to reflect on your essay plan from Step 5, using the SCSA marking key as a guide. Read through the marking key and use it to evaluate your essay plan. What mark do you think you would have achieved?

- Link to SCSA Modern History ATAR Year 12 Marking Key: https://senior-secondary.scsa.wa.edu.au/data/assets/pdf_file/0018/593001/2019_HIM_Ratified_Marking_Key.PDF

(Date accessed: 23rd March 2020)

Section Two: Essay–Unit 3

25% (25 Marks)

Marking key for Questions 2–10.

Description	Marks
Thesis introductory paragraph	
Introductory paragraph clearly related to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay.	3
Introductory paragraph contains a few sentences outlining the theme of the essay and including a simple proposition.	2
The paragraph gives a general indication that the topic is understood and includes a simple proposition. The opening paragraph has a sentence or two outlining the 'who' or 'what' to be discussed in the essay.	1
No evidence of this criterion.	0
Subtotal	3
Synthesised narrative	
Demonstrates an understanding of the inter-relationship between events, people and ideas, and continuity and change.	4
Demonstrates an understanding of the narrative, for example that there are relationships between events, people and ideas, and/or continuity and change.	3
A mainly chronological narrative with some content about, for example, events, people and ideas, and/or continuity and change.	2
A simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas.	1
No evidence of this criterion.	0
Subtotal	4
Argument	
Develops a sustained and sophisticated argument which shows a depth of analysis throughout the essay which is analytical, logical and coherent.	5–6
Develops an argument which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative.	4
Written with a sense of argument using some appropriate language of history.	3
The response contains a number of generalisations and statements that lack supporting evidence.	2
Disjointed discussion/argument suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change.	1
No evidence of this criterion.	0
Subtotal	6
Supporting evidence	
Detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. In responding to an essay instruction of debate or evaluate that proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments.	7–9
Mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.	5–6
Some relevant and accurate evidence is provided.	3–4
Limited evidence is provided that is sometimes inaccurate or irrelevant.	2
Very limited evidence is provided or is often irrelevant or inaccurate.	1
No evidence of this criterion.	0
Subtotal	9
Conclusion	
Draws the essay's argument or point of view together.	3
Summarises the essay's point of view.	2
Is based on the essay's general focus. Is very superficial, or vaguely summarises with use of clichés such as 'In conclusion ...' or one that just repeats the proposition stated in the introduction.	1
Little to no attempt at providing a conclusion.	0
Subtotal	3
Total	25

Source: School Curriculum and Standards Authority, Modern History, ATAR course examination 2019 Marking Key https://senior-secondary.scsa.wa.edu.au/data/assets/pdf_file/0018/593001/2019_HIM_Ratified_Marking_Key.PDF



Step 7:

This activity consists of an example of a Source Analysis. In Steps 8 and 9, you will be asked to create your own source analysis.

Refer to the following website and study **Source 9**. Take the time to study the deconstruction of the source in the chart below:

- Link to Returned and Services League website: <http://www.ryebuck.com.au/staging/servingthenation/assets/pdfs/1930s.pdf>
(Date Accessed: 23rd March 2020)

Elements: Identify key features of source	Other military organisations; General Sir John Monash, organisations of returned soldiers in the 1920s and 1930s
Historical Context: Focus, events detail	The division of Australian society due to the Great Depression; the presence of radical groups – the New Guards were not mentioned but could have been included; Labor Government in turmoil, unable to deal with the problems; Battle over the Plans.

Author's Perspective: Identify & account	Supportive of Monash's refusal to not participate in the overthrow of the Labor Government; supportive of his loyalty to the government. Biased towards Monash as the article was printed in the Returned Services League website.
Purpose	To evaluate the role of Monash in the division within society; had the benefit of hindsight to justify Monash's position; to expose the radical elements of Australian society - calling it treason.
Motive	Need to set the record straight about the role Monash played during the Great Depression.
Place	Melbourne
Time	1982
Message	The message of the source was that General Sir John Monash was loyal to Australia and its government.
Usefulness – Strength	Historian's evaluation which gave him the benefit of hindsight to evaluate Monash's role during the divisive period.
Weakness	As Monash's biographer he would have wanted to present him in the best possible light.

INSERT SOURCE – You may want to copy and paste the source here.

Step 8:

In this activity you will develop your own Source Analysis. Use the example from Step 7 as a guide.

1. Refer to the following website
 Link to Returned and Services League: <http://www.ryebuck.com.au/staging/servingthenation/assets/pdfs/1930s.pdf>
 (Date Accessed: 23rd March 2020)
2. Refer to **Source 7** and complete the table below.

<p>Elements: Identify key features of source</p>		<div data-bbox="1581 815 1986 1007" style="border: 1px solid black; padding: 10px; text-align: center;"> INSERT SOURCE – You may want to copy and paste the source here. </div>
<p>Historical Context: Focus, events detail</p>		
<p>Author’s Perspective: Identify & account</p> <p>Purpose</p> <p>Motive</p> <p>Place</p> <p>Time</p>		
<p>Message</p>		
<p>Usefulness – Strength</p> <p style="text-align: center;">Weakness</p>		

Step 9:

This activity asks you to complete another Source Analysis. Find a source from a website related to the Great Depression or the impact of the Great Depression. You may also wish to use old exam papers.

Complete the chart below, based on your chosen source:

<p>Elements: Identify key features of source</p>		<div data-bbox="1581 743 1827 810" style="border: 1px solid black; padding: 5px; display: inline-block;">INSERT</div>
<p>Historical Context: Focus, events detail</p>		
<p>Author’s Perspective: Identify & account</p> <p>Purpose</p> <p>Motive</p> <p>Place</p> <p>Time</p>		
<p>Message</p>		
<p>Usefulness – Strength</p> <p style="text-align: center;">Weakness</p>		

Step 10:
Use your chosen source from Step 9 and respond to the question.

Question:

Explain the historical context of Source 3. Include the relevant events, people and ideas depicted or represented in the source. (3 marks)

Description	Marks
Identify the focus of the source.	1
Outline the causes or events that lead to the focus of the source.	1
Provide specific details for the focus of the source: dates/events/people place/ideas.	1
Total	3
Markers' notes: This question is concerned with the historical context in which the source is located. The answer must concentrate on what is in the source and explain the relevance/significance.	

Source: School Curriculum and Standards Authority, Modern History, ATAR course examination 2019 Marking Key
https://senior-secondary.scsa.wa.edu.au/data/assets/pdf_file/0018/593001/2019_HIM_Ratified_Marking_Key.PDF
 (Date accessed: 23rd March 2020)

Response:

Step 11:
View the video and note the key information.

Video Viewing: Forgotten Prime Minister remembered in book

Link to YouTube Video: <https://www.youtube.com/watch?v=i8qtJ1NVJu0>

(Date accessed: 23rd March 2020)

Name and date of video:

Key information:

Perspective: (Whose perspective)

Purpose:

Bias:

Well done! You have now completed your first package. Keep this for Semester 1 and WACE Exam revision.